

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

IMPACT *plus*

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**The District of Columbia Public Schools
Performance-Based Compensation System
2010–2011**



Michael DeAngelis



Simona Monnatti



On the cover of the IMPACT guidebook are the six core beliefs of DCPS. They are:

- All children, regardless of background or circumstance, can achieve at the highest levels.
- Achievement is a function of effort, not innate ability.
- We have the power and responsibility to close the achievement gap.
- Our schools must be caring and supportive environments.
- It is critical to engage our students' families and communities as valued partners.
- Our decisions at all levels must be guided by robust data.

These core beliefs are the foundation of our work as a school system. They speak to the incredibly powerful idea that, despite the challenges that many of our students face, we have the ability to make a dramatic, positive *impact* on their lives. Our hope is that IMPACT*plus* will help us recognize and retain our most effective educators, and, in doing so, broaden the life opportunities of the children of the District of Columbia.

TABLE OF CONTENTS

3	Letter from the Chancellor
4	Introduction
6	IMPACT <i>plus</i> for Teachers
12	IMPACT <i>plus</i> for Instructional Coaches
16	IMPACT <i>plus</i> for Mentor Teachers
20	IMPACT <i>plus</i> for All Other WTU Members



Michael DeAngelis

Dear DCPS Educators,

I know how diligently you have been working over the past few years to increase student achievement. And I know that in return for all your hard work, you only seek one thing: your students' success. After all, you entered the field of education because you love working with children and want nothing more than to help them realize their dreams.

At the same time, you deserve to be recognized for your achievements. That is why I am pleased to announce the launch of *IMPACTplus*, the new performance-based compensation system for Washington Teachers' Union (WTU) members. Through this groundbreaking system, DCPS educators who perform at the highest levels will finally receive the recognition — and the compensation — they deserve.

Those of you who consistently produce results will become among the highest paid educators in America. In some cases, your compensation will more than double in just a few short years. Providing such unprecedented levels of pay was one of the key goals for DCPS and the WTU when we first sat down for contract negotiations three years ago.

We wish we could afford to pay you even more. Nothing is as essential to the future success of our nation than the work you do. Our hope is that *IMPACTplus* begins to convey how deeply we appreciate it.

Sincerely,



Michelle Rhee

Chancellor, District of Columbia Public Schools



INTRODUCTION

What is *IMPACTplus*?

IMPACTplus is the new performance-based compensation system for Washington Teachers' Union (WTU) members.

Why is DCPS implementing a performance-based pay system?

DCPS and the WTU agreed in the most recent teachers' contract to develop and implement a performance-based pay system because we felt it was essential to demonstrate – in the boldest way possible – how much we value the work you do. *IMPACTplus* is the product of this groundbreaking collaboration. For the first time in the history of DCPS, outstanding educators will be paid what they deserve. In fact, some will see their compensation more than double. We recognize that you did not choose to enter the field of education for monetary reasons. But we also recognize that you deserve to be compensated as true professionals.

Who created *IMPACTplus*?

As noted above, DCPS and the WTU collaboratively developed the system. As part of this process, we examined compensation models from around the country.

Who is eligible for *IMPACTplus*?

Any WTU member who earns an *IMPACT* rating of Highly Effective is eligible.

How do I know if I am a WTU member?

All teachers, instructional coaches, mentor teachers, librarians, counselors, related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, please contact the WTU at 202-293-8600.

How do I know if I received a Highly Effective rating?

You can find out by logging into the *IMPACT* system at impactdcps.dc.gov. If you need assistance logging in, please contact the *IMPACT* Team at 202-719-6553 or impactdcps@dc.gov.

Do I need to be a “full” union member to be eligible for *IMPACTplus*, or is “agency fee” status enough?

You only need “agency fee” status to be eligible for *IMPACTplus*.

Am I eligible for *IMPACTplus* if I earned a Highly Effective rating last school year (2009–10)?

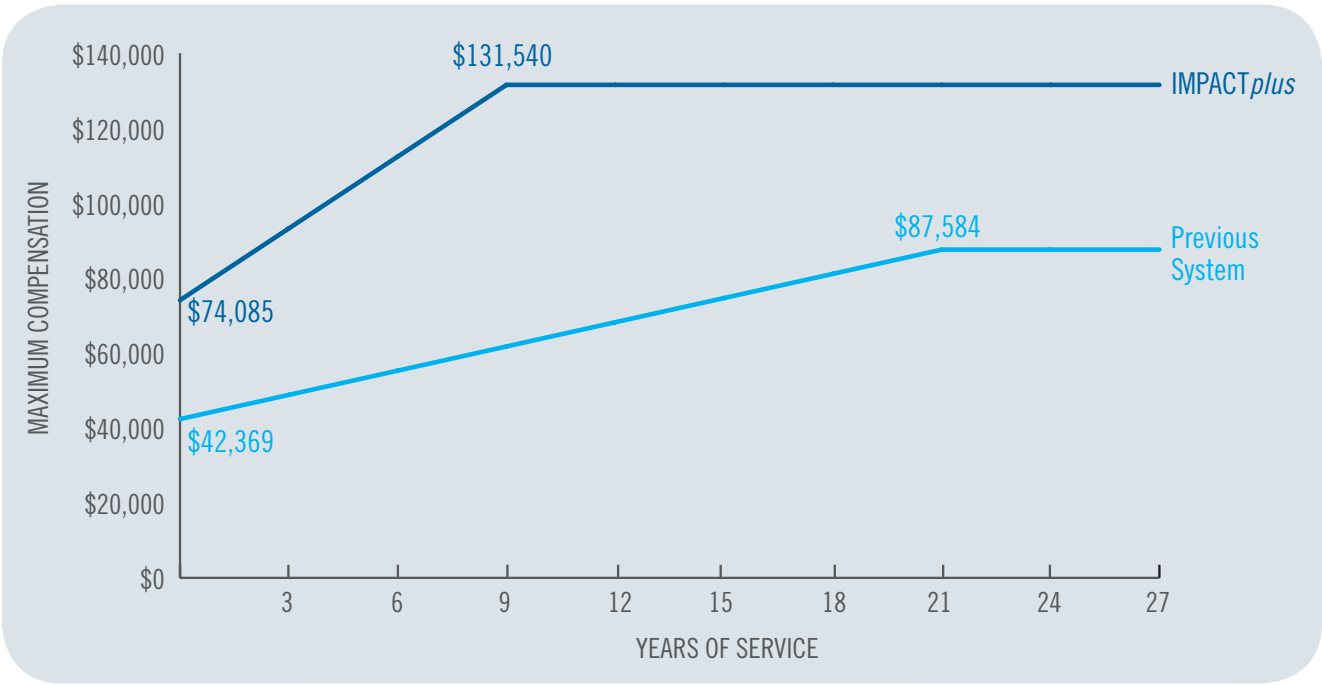
Yes.

How much can I earn under IMPACTplus?

Depending upon which IMPACT group you are in, and depending upon other factors like the free and reduced-price lunch rate of your school, you can earn over \$130,000 annually. For details, please find the section of this guidebook that applies to your job title.

How does IMPACTplus compare with the previous compensation system?

Under the previous contract, the starting salary was \$42,369 and it took 21 years to achieve the maximum salary of \$87,584. Under IMPACTplus, a highly effective teacher has the potential to earn \$74,085 in her/his first year, and can achieve the maximum salary of \$131,540 in just nine years.



IMPACT*plus* FOR TEACHERS

How does it work?

For teachers, IMPACT*plus* has two parts: an annual bonus and an increase in base salary.

PART 1: ANNUAL BONUS

How does the annual bonus work?

As noted in the introduction, to qualify for IMPACT*plus*, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN IMPACT GROUP 1	YOUR ADD-ON IF YOU TEACH A "HIGH-NEED" SUBJECT	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	60% or Higher	\$10,000	Additional \$10,000	Additional \$5,000	\$25,000
	59% or Lower	\$5,000	Additional \$5,000	Additional \$2,500	\$12,500

How do I know what my school's free and reduced-price lunch rate is?

Each school's rate is listed on the DCPS website at dcps.dc.gov/DCPS/impactplus. If you work at more than one school, we will use the average of your schools' rates.

Why do teachers in schools with high free and reduced-price lunch rates receive higher bonuses?

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding educators. This is why we are offering higher bonuses to the individuals who serve in these schools.

Why do teachers in Group 1 receive a special add-on?

Teachers in Group 1 are unique in that 50% of their IMPACT assessment comes from student growth data. Given the challenges associated with such a rigorous measure, we felt it was appropriate to recognize the most effective Group 1 educators with higher bonuses.

How do I know if I am in IMPACT Group 1?

If you are not sure, please log into the IMPACT system at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT Team at 202-719-6553 or impactdcps@dc.gov.

Why do teachers of “high-need” subjects receive a special add-on?

“High-need” subjects like special education and secondary math are typically hard to staff. The add-on will help us attract and retain outstanding educators in these key areas.

How do I know if I teach a “high-need” subject?

For the 2009–10 and 2010–11 school years, the following subjects qualify: special education, English as a Second Language (ESL), bilingual education, secondary math, and secondary science. If you are not sure if your subject qualifies, please visit the DCPS website at dcps.dc.gov/DCPS/impactplus.

If I teach multiple subjects, only one of which is “high-need,” do I still qualify for the add-on?

Yes.

Can I receive the add-on for teaching a “high-need” subject even if I am not in Group 1?

Yes.

Can I receive the add-on for being in Group 1 even if I do not teach a “high-need” subject?

Yes.

If I retired at the end of the 2009–10 school year, am I eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resigned at the end of the 2009–10 school year, am I eligible for the bonus?

No. In addition to recognizing and rewarding excellent teachers, *IMPACTplus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the teachers’ retirement system, at the time of the bonus distribution.

If I was excessed at the end of the 2009–10 school year, but was unable to find another position, am I eligible for the bonus?

Yes, but only if you chose the “extra year” or early retirement options. If you chose the buyout option, you are not eligible.

If I was separated from the school system for disciplinary reasons, am I eligible for the bonus?

No.



If I was employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are currently employed by DCPS (or are a new retiree), your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

Are there any conditions attached to accepting the bonus?

Yes. After accepting the bonus, you will no longer have access to the “extra year,” buyout, or early retirement options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5).

Am I required to accept the bonus?

No. If you would prefer not to give up the “extra year,” buyout, or early retirement options related to excessing, you may forgo the bonus.

How will I communicate to DCPS whether I want to accept the bonus?

Over the coming weeks, DCPS will provide details about how to submit your decision.

When will I receive my bonus?

All bonuses will be paid by the end of the calendar year.

Will the bonus be subject to District of Columbia and federal income taxes?

Yes.

If I earn a Highly Effective rating again this school year (2010–11), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.

If I have additional questions about the annual bonus, whom should I contact?

Please contact the IMPACT Team at 202-719-6553 or impactdcps@dc.gov.

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

If you earn a Highly Effective rating two years in a row, you will be eligible for an increase in your base salary.

How will it work?

We will increase your base salary in two ways. First, we will move you to the master's degree salary band if you are not already there. Second, we will grant you a service credit, meaning we will pay you as if you had additional years in the system. The size of the service credit will depend upon the free and reduced-price lunch rate of your school (see below).

YOUR IMPACT RATING FOR TWO CONSECUTIVE YEARS	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR SERVICE CREDIT
Highly Effective	60% or Higher	5 Years
	59% or Lower	3 Years

An example might be helpful here. Let us suppose it is the end of the 2010–11 school year and you just earned your second consecutive Highly Effective rating in a high-poverty school. Let us also suppose that you just finished your seventh year of teaching. For the 2011–12 school year — your eighth year of teaching — we would actually pay you as if you were in your *twelfth* year (7 years + 5 years of credit).

Will the service credit count for retirement eligibility?

No. Your retirement eligibility will still depend on the *actual* number of years you have worked in the school system.

If I earned a Highly Effective rating last school year (2009–10), am I halfway to qualifying for the increase in base salary?

Yes. If you earn a Highly Effective rating again during the 2010–11 school year, you will qualify for the increase in base salary.

To earn the five-year service credit, do both of my Highly Effective ratings need to be in schools with a free or reduced-price lunch rate above 60%?

Yes. If one of your Highly Effective ratings is earned in a low-poverty school, you will only be eligible for the three-year service credit.

Are there any conditions attached to accepting the increase in base salary?

Yes. After accepting the increase, you will no longer have access to the “extra year,” buyout, or early retirement options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5).

Am I required to accept the increase in base salary?

No. If you would prefer not to give up the “extra year,” buyout, or early retirement options related to excessing, you may forgo the increase in base salary.

Will I receive another service credit if I earn consecutive Highly Effective ratings again?

Yes, but only new ratings (those that come after your first service credit) will count towards your eligibility.

What happens when I reach the highest salary on the master’s degree band?

If you continue to earn Highly Effective ratings, we will move you to the highest salary on the PhD band.

If I have additional questions about the increase in base salary, whom should I contact?

Please contact the IMPACT Team at 202-719-6553 or impactdcps@dc.gov.



Michael DeAngelis



IMPACT*plus*

FOR INSTRUCTIONAL COACHES

How does it work?

For instructional coaches, IMPACT*plus* has two parts: an annual bonus and an increase in base salary.

PART 1: ANNUAL BONUS

How does the annual bonus work?

As noted in the introduction, to qualify for IMPACT*plus*, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR BONUS
Highly Effective	60% or Higher	\$10,000
	59% or Lower	\$5,000

How do I know what my school's free and reduced-price lunch rate is?

Each school's rate is listed on the DCPS website at dcps.dc.gov/DCPS/impactplus. If you work at more than one school, we will use the average of your schools' rates.

Why do instructional coaches in schools with high free and reduced-price lunch rates receive higher bonuses?

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding educators. This is why we are offering higher bonuses to the individuals who serve in these schools.

If I retired at the end of the 2009–10 school year, am I eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resigned at the end of the 2009–10 school year, am I eligible for the bonus?

No. In addition to recognizing and rewarding excellent educators, IMPACT*plus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the teachers' retirement system, at the time of the bonus distribution.

If I was excessed at the end of the 2009–10 school year, but was unable to find another position, am I eligible for the bonus?

Yes, but only if you chose the "extra year" or early retirement options. If you chose the buyout option, you are not eligible.

If I was separated from the school system for disciplinary reasons, am I eligible for the bonus?

No.

If I was employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are currently employed by DCPS (or are a new retiree), your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

Are there any conditions attached to accepting the bonus?

Yes. After accepting the bonus, you will no longer have access to the “extra year,” buyout, or early retirement options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5).

Am I required to accept the bonus?

No. If you would prefer not to give up the “extra year,” buyout, or early retirement options related to excessing, you may forgo the bonus.

How will I communicate to DCPS whether I want to accept the bonus?

Over the coming weeks, DCPS will provide details about how to submit your decision.

When will I receive my bonus?

All bonuses will be paid by the end of the calendar year.

Will the bonus be subject to District of Columbia and federal income taxes?

Yes.

If I earn a Highly Effective rating again this school year (2010–11), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.

If I have additional questions about the annual bonus, whom should I contact?

Please contact the IMPACT Team at 202-719-6553 or impactdcps@dc.gov.



PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

If you earn a Highly Effective rating two years in a row, you will be eligible for an increase in your base salary.

How will it work?

We will increase your base salary in two ways. First, we will move you to the master's degree salary band if you are not already there. Second, we will grant you a service credit, meaning we will pay you as if you had additional years in the system. The size of the service credit will depend upon the free and reduced-price lunch rate of your school (see below).

YOUR IMPACT RATING FOR TWO CONSECUTIVE YEARS	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR SERVICE CREDIT
Highly Effective	60% or Higher	5 Years
	59% or Lower	3 Years

An example might be helpful here. Let us suppose it is the end of the 2010–11 school year and you just earned your second consecutive Highly Effective rating in a high-poverty school. Let us also suppose that you just finished your seventh year of service. For the 2011–12 school year — your eighth year of service — we would actually pay you as if you were in your *twelfth* year (7 years + 5 years of credit).

Will the service credit count for retirement eligibility?

No. Your retirement eligibility will still depend on the *actual* number of years you have worked in the school system.

If I earned a Highly Effective rating last school year (2009–10), am I halfway to qualifying for the increase in base salary?

Yes. If you earn a Highly Effective rating again during the 2010–11 school year, you will qualify for the increase in base salary.

To earn the five-year service credit, do both of my Highly Effective ratings need to be in schools with a free or reduced-price lunch rate above 60%?

Yes. If one of your Highly Effective ratings is earned in a low-poverty school, you will only be eligible for the three-year service credit.

Are there any conditions attached to accepting the increase in base salary?

Yes. After accepting the increase, you will no longer have access to the “extra year,” buyout, or early retirement options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5).

Am I required to accept the increase in base salary?

No. If you would prefer not to give up the “extra year,” buyout, or early retirement options related to excessing, you may forgo the increase in base salary.

Will I receive another service credit if I earn consecutive Highly Effective ratings again?

Yes, but only new ratings (those that come after your first service credit) will count towards your eligibility.

What happens when I reach the highest salary on the master’s degree band?

If you continue to earn Highly Effective ratings, we will move you to the highest salary on the PhD band.

If I have additional questions about the increase in base salary, whom should I contact?

Please contact the IMPACT Team at 202-719-6553 or impactdcps@dc.gov.



IMPACT*plus*

FOR MENTOR TEACHERS

How does it work?

For mentor teachers, IMPACT*plus* has two parts: an annual bonus and an increase in base salary.

PART 1: ANNUAL BONUS

How does the annual bonus work?

As noted in the introduction, to qualify for IMPACT*plus*, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for a \$6,000 annual bonus.

If I retired at the end of the 2009–10 school year, am I eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resigned at the end of the 2009–10 school year, am I eligible for the bonus?

No. In addition to recognizing and rewarding excellent educators, IMPACT*plus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the teachers' retirement system, at the time of the bonus distribution.

If I was excessed at the end of the 2009–10 school year, but was unable to find another position, am I eligible for the bonus?

Yes, but only if you chose the “extra year” or early retirement options. If you chose the buyout option, you are not eligible.

If I was separated from the school system for disciplinary reasons, am I eligible for the bonus?

No.

If I was employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are currently employed by DCPS (or are a new retiree), your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

Are there any conditions attached to accepting the bonus?

Yes. After accepting the bonus, you will no longer have access to the “extra year,” buyout, or early retirement options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5).

Am I required to accept the bonus?

No. If you would prefer not to give up the “extra year,” buyout, or early retirement options related to excessing, you may forgo the bonus.

How will I communicate to DCPS whether I want to accept the bonus?

Over the coming weeks, DCPS will provide details about how to submit your decision.

When will I receive my bonus?

All bonuses will be paid by the end of the calendar year.

Will the bonus be subject to District of Columbia and federal income taxes?

Yes.

If I earn a Highly Effective rating again this school year (2010–11), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.

If I have additional questions about the annual bonus, whom should I contact?

Please contact the IMPACT Team at 202-719-6553 or impactdcps@dc.gov.

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Will the service credit count for retirement eligibility?

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If I earned a Highly Effective rating last school year (2009–10), am I halfway to qualifying for the increase in base salary?

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Michael DeAngelis



IMPACT*plus*

FOR ALL OTHER WTU MEMBERS

How does it work?

For all WTU members who are not teachers, instructional coaches, or mentor teachers, IMPACT*plus* takes the form of an annual bonus. To qualify for the program, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

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Highly Effective	60% or Higher	\$6,000
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If I was excessed at the end of the 2009-10 school year, but was unable to find another position, am I eligible for the bonus?

Yes, but only if you chose the "extra year" or early retirement options. If you chose the buyout option, you are not eligible.

If I was separated from the school system for disciplinary reasons, am I eligible for the bonus?

No.

If I was employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are currently employed by DCPS (or are a new retiree), your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

Are there any conditions attached to accepting the bonus?

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How will I communicate to DCPS whether I want to accept the bonus?

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When will I receive my bonus?

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Will the bonus be subject to District of Columbia and federal income taxes?

Yes.

If I earn a Highly Effective rating again this school year (2010–11), will I be eligible for another bonus?

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NOTES



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Bel Perez Gabilondo



Michael DeAngelis



Bel Perez Gabilondo



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In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

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